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ABSTRACT

The monograph is intended to provide teachers of profoundly mentally handicapped students in South Carolina with a guide to ten existing curricula which were reviewed by the State Department of Education Consultant for the profoundly mentally handicapped. Usually included for each guide is title, information on curriculum components and instructional format, one or more descriptives (samples from the guide), a synopsis, the publisher, cost, and name/address of a contact person. (DB)

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A REVIEW OF CURRICULUM GUIDES DEVELOPED FOR THE PROFOUNDLY MENTALLY HANDICAPPED (PMH) POPULATION

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OFFICE OF PROGRAMS FOR THE HANDICAPPED

SOUTH CAROLINA DEPARTMENT OF EDUCATION

A Review of Curriculum Guides Developed for the Profoundly Mentally Handicapped (PMH) Population

Prepared By
Renee' Archer, Consultant
Mentally Handicapped

South Carolina Department of Education
Dr. Charlie G. Williams, State Superintendent

Sidney B. Cooper, Jr., Deputy Superintendent
Division of Instruction

Robert S. Black, Director
Office of Programs for the Handicapped

October 1986

Preface

Those of us committed to the task of instructing profoundly mentally handicapped (PMH) students must initially determine what to teach, the reasons for teaching it, and the most appropriate time for teaching. These guidelines are vital for assisting the PMH student in becoming communicative and interactive in his/her environment to the fullest extent possible.

> The problem of developing appropriate services has been made more complex [over the years] because of a lack of consensus about the expected outcomes of education for these students. Early programs assumed that these individuals would not benefit from structured educational programs and were not capable of community participation. In most cases the goals of school programs were not education per se, but rather to provide a stimulating and compassionate environment in which the individual's growth and development would be supported. However, research within recent years has shown that not only can PMH individuals benefit from active educational programs, they can learn to work in community settings and participate competently in a variety of community activities (McDonnel, 1986 p. 1).

This monograph is intended to provide instructors of PMH pupils with a composite of select curricula reviewed by the State Department of Education Consultant for PMH. This enumeration of curricula does not by any means exhaust all the curricula currently available. However, it is comprised of the numerous LEAs who responded to the Special-Net request seeking tools utilized for curricula purposes. Other curricula currently utilized in the State of South Carolina are also inclusive.

McDonnell, J. (1986). The Special Educator. Utah: Utah Learning Resource Center.

CURRICULUM GUIDES FOR THE PROFOUNDLY MENTALLY HANDICAPPED

Competency-Based Curriculum Guide - Foundations

Curriculum Components:

1. Auditory Perception
2. Visual
3. Perceptual Motor
4. Oral Language
5. Functional Living

Instructional Format:

1. Behavioral Objectives
2. Materials
3. Instructional Activities
4. Assessment Task
5. Teacher Directions
6. Student Directions

(Refer to Descriptives A and B)

Synopsis: Although the Competency-Based Curriculum Guide is not specifically developed for the profoundly mentally handicapped population (PMH), it does consist of skills that are prerequisites for successful performance in a variety of areas. The objectives are formulated sequentially according to levels of progressive difficulty. The hierarchy, scope, and sequence relative to the obtainment of specific objectives are viewed as significant components of the curriculum guide.

Publisher: District of Columbia
Public Schools - Vincent E. Reed, Superintendent, 1980.

Contact Person: Doris A. Woodson
Webster Administration Building
10th and H Street NW
Washington, D.C. 20001
Telephone: (202) 724-4018
Cost: $45

FUNCTIONAL LIVING
AWARENESS

OBJECTIVE FL-A6:

Given specified household objects and pictures, the student will name the functions of specified household objects with no more than two errors.

MATERIALS:

Broom, eating utensils, glass, cooking pan, pictures of a vacuum cleaner, toaster, fan, washing machine, refrigerator and stove.

INSTRUCTIONAL ACTIVITIES:

Note to teacher: Other household objects may be substituted.

1. Display a broom, glass, knife, fork, spoon, and cooking pan. Inform student that these are household objects. Point to the broom and say, "This is a broom. It is used for sweeping." Point to the glass and say, "This is a glass. It is used for drinking." Continue in this vein until the function of all objects have been named. Show each object to the student. Have the student name the object and give its function. Discuss student's response.

2. Display pictures of a vacuum cleaner, toaster, fan, washing machine, refrigerator, and stove. Point to the picture of the vacuum cleaner and say, "This is a picture of a vacuum cleaner. It is used for cleaning rugs." Continue in this vein until the function of all pictured objects have been named. Show each pictured object to the student. Have the student name the object and give its function. Discuss student's response.

ASSESSMENT TASKS

Note to teacher:
Give directions for all three assessment tasks orally.

1. Teacher Directions:

   Display a broom, glass, knife, fork, spoon, and cooking pan. Point to each object.

   Student Directions:

   How is this used?

FUNCTIONAL LIVING
AWARENESS

ASSESSMENT TASKS:

2. Teacher Directions:

   Display pictures of a vacuum cleaner, toaster, fan, washing machine, refrigerator, and stove. Hold up each picture.

   Student Directions:

   How is this used?

3. Display a broom, glass, and a cooking pan. Display pictures of a vacuum cleaner, toaster, fan, and stove. Hold up each object and picture.

   Student Directions:

   How is this used?

VISUAL PERCEPTION
ATTENDING

TERMINAL
OBJECTIVE VP-A3:

Given an object and an oral request, the student will focus on the object or the speaker at least twenty continuous seconds.

MATERIALS:

Puppets, brightly colored ball, mobile, brightly colored pinwheel, bell, squeaky toy, noisemaker.

INSTRUCTIONAL ACTIVITIES:

1. Show the student a puppet. Say "Look." Move the puppet around to maintain the student's interest. Encourage him to continue looking at it for at least twenty seconds. Repeat this activity, using other quiet toys (such as ball, mobile, pinwheel). If the student has difficulty sustaining focus, repeat practice over an extended period of time while gradually building the maintenance time to twenty seconds.

2. Shake the bell and say "Look." Be sure to hold the bell so that the student can see it. Encourage the student to continue looking at the object at least twenty seconds. Repeat using the squeaky toy and noisemaker.

ASSESSMENT TASKS:

Note to the teacher: Develop a chart on which to record (a) the number of times and (b) length of time the student sustains focus.

Request	Immediately Responded	Responded After Subsequent Request	Period of Time Focus Sustained
Sustained Focus			

1. Directions for the teacher:

Present any quiet toy except the puppet to the student. Tell the student, "Look at this. Keep looking." Continue encouraging the student to look for twenty seconds. Then record the student's response.

VISUAL PERCEPTION
ATTENDING

2. Directions for the teacher:

   Present any noisy toy (selected from those used in instructional activity #2). Encourage the student to continue looking at it for at least twenty seconds. Record response.

3. Directions for the teacher:

   While the student is busy at any activity, move to within three or five feet. Hold up a puppet and say "Look at me." Then talk about the puppet. Expect the student to look at you or the puppet at least twenty continuous seconds. Record response.

Curriculum Guide Outline for Community/Vocational Model

Curriculum Components:

1. Fundamental
2. Community
3. Domestic Life
4. Recreation/Leisure
5. Vocational
6. Community/Vocational Assessment
7. Systematic Instruction Procedures

Instructional Format:

1. Domain
2. Environment
3. Subenvironment
4. Activity - Method
5. Adaptations
6. Materials Required

(Refer to Descriptive C)

Synopsis: The Curriculum Guide Outline for Community/Vocational Model is designed to assist moderately, severely, and profoundly handicapped students to acquire the necessary skills to function and contribute to the fullest extent possible in the community. The model attempts to provide age appropriate and functional education. Therefore, resulting in students being as productive and independent as possible in an integrated adult community.

Publisher: Richland County School District One
1616 Richland Street
Columbia, South Carolina 29201
Telephone: (803) 733-6130
Cost: $10

Contact Person: Betsy Roberts

Domain: Fundamental Skills
Environment: Classroom/School
Subenvironment: Bathroom

ACTIVITY: Toileting

Method:
1. Take baseline on frequency of toileting accidents.
2. From baseline, determine a toileting schedule
3. On schedule, have student pull pants down and sit on the toilet; reinforce). After urination/defecation, again reinforce.
4. Return to class.
5. If an accident occurs, do not harp on the accident. Place child's hands on pants. Say "You're wet," and without further verbalization, help him in cleaning up.
6. Be sure to reinforce intermittently in between scheduled bathroom visits for dry/clean pants.

Adaptations:

Materials Required: Positive reinforcers, toileting facilities.

A Curriculum for Profoundly Handicapped (CPH) Students

Curriculum Components:

1. Introduction
2. A Curriculum for Profoundly Handicapped Students
3. The CPH Assessment Instrument
4. The CPH Curriculum Guide
5. The CPH Evaluation System

Instructional Format:

1. Skill Area
2. Objective
3. Materials Needed
4. Training Setting
5. Position of Trainer
6. Position of Student
7. Other Targeted Opportunities

(Expected Behavior-Instructional Concerns-Training Suggestions)

(Refer to Descriptive D)

Synopsis: The Curriculum for Profoundly Handicapped (CPH) Students advocates the collaborate utilization of two (2) major approaches, a) Functional Skills and b) Developmental Skills. The authors encourage instructors to select goals which are functional and age-appropriate. Foremost in mind should be the special instructional needs of each individual student. The guide provides preliminary information as well as gives opportunity for creativity, evaluative, behavioral, and team techniques.

Publisher: Aspen Publishers, Inc.
Post Office Box 6018
Gaithersburg, MD 20877-9970
Toll free number: 1-800-638-8437
Cost: $73

(Copyright 1986 State of Florida Department of Education)

CPH CURRICULUM GUIDE

Skill Area: Expressive Communication Objective #6

Objective: Participates in a familiar motion after trainer has initiated it (trainer and child are in physical contact).

Materials Needed:

Training Setting: 1:1

Position of Trainer: Trainer and child in physical contact (e.g., student sitting with back against trainer's chest)

Position of Student: In physical contact with trainer

Other Targeted Opportunities: Recreation/Leisure—rocking games
PE—vestibular stimulation
Any sitting activities

Expected Student Behavior	Instructional Concerns	Training Suggestions
1. Consistently exhibits one or more of following behaviors: (a) Voluntarily accepts movement (e.g., sways, accepts trainer's guidance). (b) Initiates motion (movement). (c) Begins anticipatory motion (movement). (d) Increases rate of motion (movement).	1. Place yourself in close physical contact with student (e.g., sitting with student's back against your chest). 2. Begin to move with student, using a movement student has in his or her behavioral repertoire (e.g., rocking, shaking leg). 3. Stop the movement. 4. If movement is initiated by student, follow the movement immediately with your body.	• Place student straddling your hips. • Place student by your side. • Allow student to substitute a vocalization for a movement.

Organizational and Content Structure for the Development of New and Existing Educational Programs for the Profoundly Retarded

Curriculum Components:

1. Behavior Management
2. Sensorimotor
3. Language
4. Gross Motor
5. Self-Help Skills
6. Assessment and Programming
7. Materials and Equipment

Instructional Format:

1. Objective
2. Antecedent
3. Response
4. Consequence
5. Alternative Antecedent Events

(Refer to Descriptives E and F)

Synopsis: The draft is viewed as a tool providing instruction and information from which diverse strategies for educating profoundly handicapped students can be devised. It is divided into the following four sections:

Introduction

Assessment and Programming

Curriculum

Materials and Equipment

The intent is to present a basic framework for implementing activities enumerated in the various curriculum, also allowing for individual input.

Publisher: Dade County Public Schools/University of Miami
Mailman Center for Child Development
Title VI-B Demonstration Program for the Profoundly Retarded (Draft)
Dade County
Miami, Florida
December, 1976 - Affiliates' State of Florida, Department of Education
Tallahassee, Florida

For additional information contact Renee' Archer, State Department of Education, Office of Programs for the Handicapped, 100 Executive Center Drive, Santee Building, Suite A-24, Columbia, South Carolina 29210, telephone (803) 787-8710.

ARC IX Verbal Imitation

Antecedent: Teacher will make sound known to be in child's repetoire or possible for him.

Response: Student will imitate sound made by teacher.

Consequence: Appropriate reinforcement.

Alternative Antecedent Events:

a) Teacher will make one of initial sounds, i.e., ba, mm, and gently press child's lips together to form sound.

b) Teacher will use concrete object in activity—breaking name into 2 distinct sounds for imitation, i.e., ball = ba - all

(refer to section on normal language development)

ARC X Comprehension - Functional Use

Antecedent: Teacher will give child cue involving simple command and concrete object, i.e., give me the ball, shake the bells, etc. with object within easy reach.

Response: Child will understand cue and follow it with functional use of the object.

Consequence: Appropriate reinforcement/stimulation of activity.

Alternative Antecedent Events:

Teacher will give cue and then use physical guidance to help the child respond appropriately.

(When child is at this level, particular attention should be given to "naming" objects and actions throughout the day.)

ARC III Finger Foods

Antecedent: The teacher will place finger food in front of the student at appropriate eating times.

Response: Student will pick up finger food , place in mouth and chew it.

Consequence: Praise from teacher and primary reinforcement from successful finger feeding experience.

Alternative Antecedent Events:

a) Place the student's hand in contact with the food while directing his visual attention (if applicable) to it, and his hands to his mouth, while giving appropriate verbal directions. "Open your mouth and eat your _____."

b) Repeat the above, only release hand one inch from student's mouth.

c) Repeat, now releasing the hand further and further (3 inches, 5, 7, etc.) until you are guiding student's hand only to the plate.

d) Release student's hand above the plate, still offering verbal instructions.

e) Student eating finger food independently.

Other Alternative Events:

Pennsylvania Training Model Individual Assessment Guide

Curriculum Components:

1. Assessing the Student's Skills
2. Designing Instructional Activities
3. Implementing the Instructional Program
4. Evaluating the Effectiveness of the Instructional Program
5. Program Assessment and Curriculum Resources

Instructional Format:

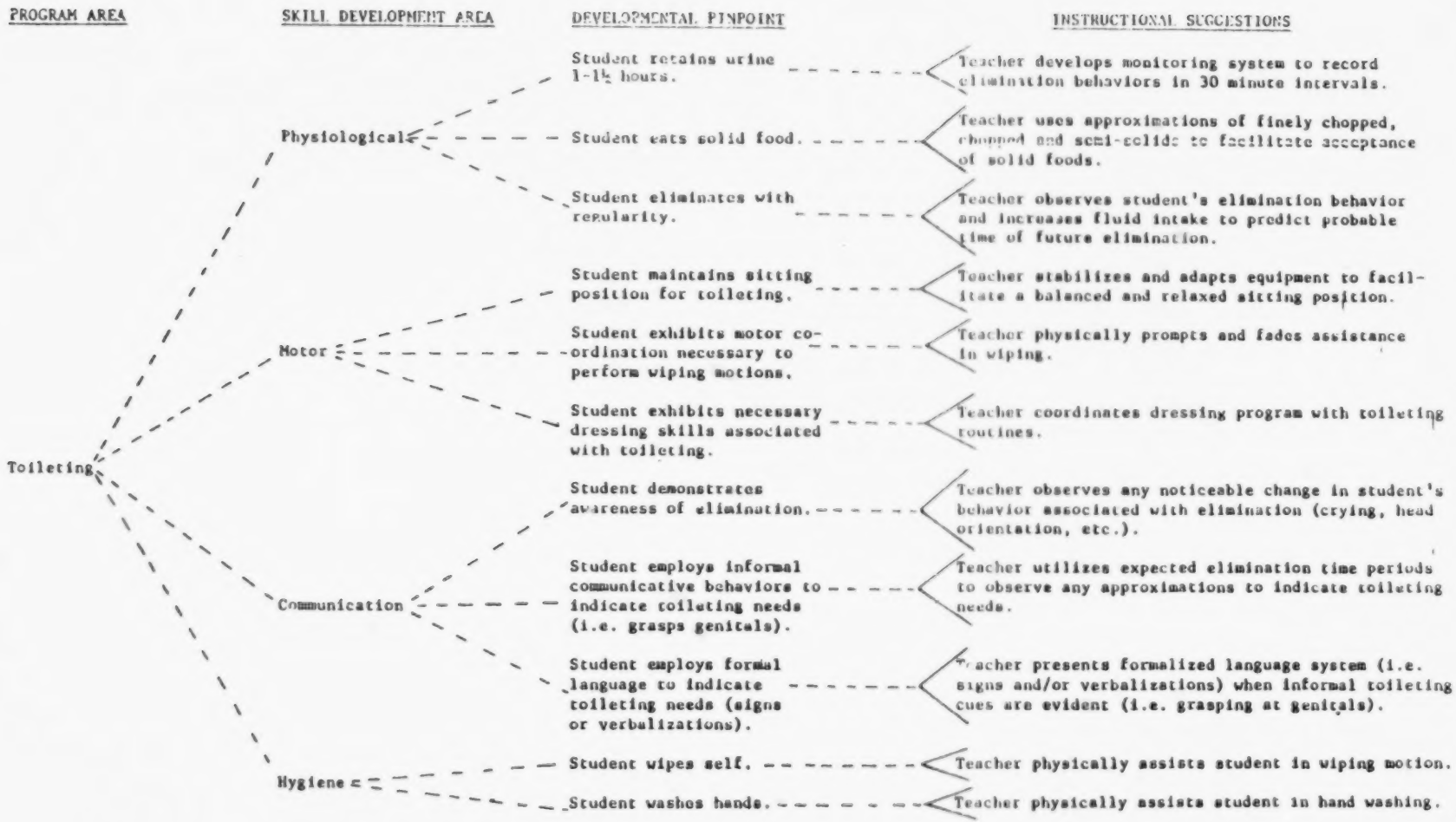
1. Preparation Techniques
2. Procedures
3. Behavior Correct-Error
4. Consequences Correct-Error
5. Criteria

(Refer to Descriptives G and H)

Synopsis: The ultimate goal of the Pennsylvania Training Model Individual Assessment Guide is to facilitate the severely/profoundly handicapped (SPH) individual's independent functioning in the least restrictive environment. The Model promotes independent functioning in a naturalistic environment by means of using an extensive assessment system which encourages the identification of priority needs, and the facilitation of the design, implementation and evaluation of instructional plans. The Pennsylvania Training Model is comprised of numerous objectives appropriate for PMH instruction. This assessment guide would be beneficial to instructors as well as psychologists instrumental in formulating PMH students individual educational programs.

Publisher: Pennsylvania Department of Education
Bureau of Special Education-Pennsylvania Training Model

Contact Person: Cynthia Janssen
Division of Special Education
Stevens Administrative Center
13th and Spring-Garden Street
Philadelphia, Pennsylvania 19133
Telephone: (215) 351-7004
Free of charge


PROGRAM AREA
SKILL DEVELOPMENT AREA
DEVELOPMENTAL PINPOINT
INSTRUCTIONAL SUGGESTIONS
Toileting
Physiological
Motor
Communication
Hygiene
Student retains urine 1-1½ hours.
Teacher develops monitoring system to record elimination behaviors in 30 minute intervals.
Student eats solid food.
Teacher uses approximations of finely chopped, chopped and semi-solids to facilitate acceptance of solid foods.
Student eliminates with regularity.
Teacher observes student's elimination behavior and increases fluid intake to predict probable time of future elimination.
Student maintains sitting position for toileting.
Teacher stabilizes and adapts equipment to facilitate a balanced and relaxed sitting position.
Student exhibits motor coordination necessary to perform wiping motions.
Teacher physically prompts and fades assistance in wiping.
Student exhibits necessary dressing skills associated with toileting.
Teacher coordinates dressing program with toileting routines.
Student demonstrates awareness of elimination.
Teacher observes any noticeable change in student's behavior associated with elimination (crying, head orientation, etc.).
Student employs informal communicative behaviors to indicate toileting needs (i.e. grasps genitals).
Teacher utilizes expected elimination time periods to observe any approximations to indicate toileting needs.
Student employs formal language to indicate toileting needs (signs or verbalizations).
Teacher presents formalized language system (i.e. signs and/or verbalizations) when informal toileting cues are evident (i.e. grasping at genitals).
Student wipes self.
Teacher physically assists student in wiping motion.
Student washes hands.
Teacher physically assists student in hand washing.

DEVELOPMENTAL TAXONOMIES

STUDENT'S NAME _____ TEACHER _____

DATE _____

INSTRUCTIONAL UNIT
SELF-CARE DEVELOPMENT

TOILETING

Scoring: O - Observed (if applicable) P - Physical Prompt
X - Not Observed G - Gesture
U - Unknown V - Verbal Cue

_____ 1. Child exhibits movement in reponse to physical stimulus by others.
_____ 2. Child demonstrates a reaction to stimulation in genital area.
_____ 3. Child responds to warm water in genital area.
_____ 4. Child responds to manual stimulation on external and internal thighs.
_____ 5. Child is capable of chewing and swallowing finest chopped food.
_____ 6. Child is capable of chewing and swallowing chopped food.
_____ 7. Child is capable of chewing and swallowing bite sized food.
_____ 8. Child is using bottle at frequent times for fluid intake.
_____ 9. Child is using bottle to supplement nutritional level, and is not dependent upon it as the sole source of sustenance.
_____ 10. Child is using bottle or glass for satisfaction of thirst.
_____ 11. Child produces a solid stool once or twice a day.
_____ 12. Child produces a solid stool once a day.
_____ 13. Child produces a solid stool once a day at a regular time.
_____ 14. Child urinates at some given times; i.e., after naps, meals, activities.
_____ 15. Child is dry for one to two hours permitting a toilet training schedule to be implemented.
_____ 16. Child demonstrates head balance in sitting position with assistance.
_____ 17. Child demonstrates upper torso balance in sitting position with lower extremities held.
_____ 18. Child demonstrates head balance in sitting position without restraint.
_____ 19. Child demonstrates upper torso balance in sitting without restraint.
_____ 20. Child can maintain a sitting position without assistance for 5 minutes.
_____ 21. Child will remain on potty with direct assistance for 5 minutes.

_____ 22. Child will stay on potty chair with constant supervision for 5 minutes.

_____ 23. Child will stay on potty chair with limited supervision for 5 minutes.

_____ 24. Child will stay on potty chair with no supervision for 5 minutes.

_____ 25. Child will remain on toilet for 5 minutes when held by an adult.

_____ 26. Child will remain on toilet for 5 minutes when prompted by an adult.

_____ 27. Child demonstrates the upper extremity strength to balance body weight in moving self to sitting position.

_____ 28. Child demonstrates the arm and hand control to hold himself on potty with arms, and toilet without arms to maintain balance.

_____ 29. Child can use arm control to lift and slide from potty and later toilet.

_____ 30. Child responds inconsistently in bowel habits when on the potty or toilet.

_____ 31. Child responds and begins to display some consistent body awareness and resulting muscle control to being placed on the potty.

_____ 32. Child responds inconsistently in bowel habit to being placed on a toilet at a specified period.

_____ 33. Child responds inconsistently to bladder control when placed on or in front of toilet or standing urinal.

_____ 34. Child responds and begins to display some consistent body awareness and resulting muscle control to being placed on, or in front of toilet or standing urinal.

_____ 35. Bowel and bladder control regulated to certain times of the day, regular success on the toilet.

_____ 36. Gestures toilet needs.

_____ 37. Moves to toilet unattended.

_____ 38. Child grasps waistband of pants with palmer movement with thumb inside the band.

_____ 39. Child pushes outer pants to knee level.

_____ 40. Child grasps band of underpants with thumb inside the band, on each side, and pulls up.

_____ 41. Child pulls up outer pants in same manner as underpants.

_____ 42. Child cares for personal cleanliness in bathroom.

_____ 43. Child uses toilet appropriately and independently.

Procedural Handbook for Implementation of Natural - Based Educational Programming

Curriculum Components:

1. Rationale for Natural-Education Programs
2. Student Selection/Identification
3. Staff Participation/Responsibilities
4. Site Selection
5. Schedule/Program Implementation
6. Parental Permission
7. Budget Consideration
8. Transportation
9. Liability Issues

Instructional Format:

(Refer to Descriptive 1)

Synopsis: When undertaking the task of utilizing a naturalistic environment as a means of developing functional skills many factors must be taken into consideration. Issues such as deciding upon which students will participate, as well as site selection, scheduling, parental involvement, liabilities, and transportation must be addressed if an effective program is to be implemented and maintained. The use of appropriate instructional judgement and teacher accountability is advocated throughout the handbook. The handbook provides administrative and programmatic guidelines, which support the contention that the value of such a program outweighs the potential risks and implementation difficulties.

Publisher: Grossmont Union
High School District
Post Office Box 1043
LaMesa, California
Telephone: (619) 465-3131 (263)
Cost: $2.50

Contact Person: Bob Daily

STUDENT SELECTION/IDENTIFICATION

As the existence of natural-based educational programming is a response to clearly identified student needs, it is essential that the selection of students to participate in these programs clearly assesses and identifies the critical needs of students within their natural environments. The following is a sequence of activities and considerations to be employed in the identification process.

1. Student selection for participation in any natural-based educational program or instructional activity will be a result of an identified need determined by parent and staff.

2. Generally, the student's needs will be determined through a formal parent interview (see sample forms). Assessment of the student's particular lifestyle within his home/community and the degree of student independence allowed and desired by the parent should be determined.

3. As a result of the parent interview process, a specific skill to be developed or behavior to be eliminated will be identified.

4. An evaluation by the teacher or parent of the most appropriate and effective instructional environment(s) will be made to determine effective use of available resources.

5. When a specific skill to be developed or behavior to be eliminated can best be accomplished within a natural-based educational setting, a specific objective relative to the skill/behavior will be written into the IEP along with a statement as to where the skill/behavior will be taugnt.

Sample Objectives:

1. Shopping - By _____, Bob will be able to independently purchase three food items from a shopping list in a supermarket on three non-consecutive days during the last two weeks in May as measured by teacher data.

2. Bus Travel - By _____, Bill will be able to independently use bus transportation from his home to Parkway Plaza on three separate non-consecutive days during the last two weeks in March as measured by teacher data.

3. Vocational - By _____, Bob will be able to attend to an _____ task in a _____ setting for a period of 15 minutes as measured by teacher data.

4. Eating - By _____, Bob will be able to complete a meal in a restaurant (without throwing food, making inappropriate sounds, using appropriate utensils, etc.) on three consecutive days during the last two weeks of the school year.

5. Behavior - By _____, Bob will decrease his inappropriate hugging of strangers in a community setting by 70% from a baseline established in _____.

6. Tantrum Behavior - By _____, Bob will have reduced tantrum behavior in a _____setting to no more than one instance per month as measured by teacher data.

Students selected for participation will not become involved in the program unless conditions of the appropriately identified contract requirements are met (skin test, staff in-service, parent permission, security clearance, etc.)

General Considerations:

1. Student participation in the program is determined only on the basis of an identified critical need (determined from parent interview process) which can best be developed in a setting outside the classroom. All students are not required to participate in the program.

2. Students displaying aggressive behavior (hitting, biting, etc.) inimical to the safety and welfare of the student, other students or staff, or the community in general should in most cases not be included in the natural-based program/activity. Until the behavior has been reduced to a minimal level of severity or frequency and supported by documentation the student should remain on the school campus.

3. Likewise, students displaying behaviors which may bring strong negative reaction by the community to handicapped students in general (masterbation behaviors, stripping behaviors, etc.) should avoid involvement in natural-based programs unless sufficient resources exist to insure minimal risk for the behavior to occur and the dignity of all students can be preserved.

4. Students displaying significant health problems (uncontrollable seizures, balance/mobility problems, and/or feeding problems such as choking or regurgitation) need close evaluation.

Profoundly Handicapped/Trainable Handicapped Curricula

Curriculum Components:

1. Self Help
2. Adaptive and Social Behavior
3. Gross Motor Skills
4. Fine Motor/Manipulative Skills
5. Pre-Vocational Skills
6. Receptive Communication Skills
7. Expressive Communication Skills
8. Pre-Reading Skills
9. Reading
10. Writing
11. Pre-Math/Math
12. General Knowledge

(Refer to Descriptive J)

Synopsis: The Profoundly Handicapped/Trainable Handicapped Curriculum encourages the use of creativity in determining specific materials and activities for direct instruction. Subsequently, this approach is focused on the individual's immediate future environment and survival skills relative to those environments. A data keeping process is also inclusive for recording introductory and mastery of skills.

Publisher: Rock Hill School District #3
Special Education
Edgewood Center
1446 Russell Street
Rock Hill, South Carolina 29730
Telephone: (803) 328-1809
Cost: $5

Contact Person: Dr. Gwen Johnson Kodad

SELF-HELP
EATING

I/R/M (intro. reviewed, mastered)	Number Changes	Objectives	Materials/Activites (include current number of Objective)
____	____	1. Takes bottle but resists spoon.	
____	____	2. Sucks, swallows.	
____	____	3. Opens mouth at approach or touch of spoon.	
____	____	4. Touches and plays with food.	
____	____	5. Maintains liquids in mouth.	
____	____	6. Opens mouth voluntarily at sight of food.	

Whittier Area Cooperative Special Education Program

A Curriculum for Individuals with Severe Handicaps - 1984

Curriculum Components:

1. Community-Classroom Model
2. Community
3. Domestic
4. Career Education

Instructional Format:

(Refer to Descriptive K)

Synopsis: The Whittier Area Cooperative Special Education Program (WACSEP) has adopted a community-classroom model emphasizing community integration. The model is based on the premise of accepting and valuing what is, simultaneously facilitating an attitude that growth is inevitable and natural. The WACSEP program encourages providing experiences and preparing severe handicap students in natural environments.

Publisher: Whittier Area Cooperative
Special Education Program
8036 South Ocean View Avenue
Whittier, California 90605
Telephone: (213) 945-6431
Free of charge

Contact Person: John Wakeham

RATIONALE FOR A COMMUNITY-CLASSROOM MODEL OF INSTRUCTION

Listed below are some of the many reasons for developing and implementing a community-classroom model of instruction.

1. Parent Hope

   A community-classroom model demonstrates to parents that their sons/daughters have the capacity for acquiring the skills to enable integration into the community. Through this instructional model, parents have been offered a validation that their own family, family routines, neighborhood, and community routines are important by virtue of teaching their sons/daughters the skills necessary to become as independent as possible.

2. Skill Development and Integration into the Community

   If functional/critical skills development is to occur, it is imperative that sufficient opportunities for practice in "real life" situations, where all variables cannot be controlled, be provided. The probability of a student with severe handicaps performing a skill in a setting different from where it was originally learned is highly unlikely without sufficient practice. Self initiation of skills is also hindered by limiting teaching to the classroom where there is a minimal array of stimuli and the teacher must create artificial situations in the form of verbal and other artificial prompts. Under such conditions, skill development for students remains at an "artificially prompted only" level and self-initiation of skills is inhibited.

3. Appropriate Curriculum Selection

   WACSEP has selected a continuing education program stressing basic functional/critical skills development of such skills as self-care, mobility, motor functioning, academics, communication, etc., in age appropriate and community-based environments. The teacher-parent relationship and collaboration is stressed in identifying objectives to include in a student's curriculum. This curriculum orientation will inevitably result in teachers and parents accepting more and more risk in order for the student to experience the wide array of possibilities within a community. Often, only after several failures and possible embarrassments within the community, will it be obvious which skills are the most relevant and critical for a given student.

4. Elevated Teacher Expectations and Interest

Once the community-classroom model is in place, a greater sense of relevance is attained for the teacher, student, and his/her parents. Training will take place with a more significant purpose. Often, "burn-out" has been a problem faced by teachers of students with severe handicaps since little progress has been observed in their students. Unfortunately, students "graduate" from school programs with little opportunity to use the skills learned in those traditional school environments. This curriculum orientation not only results in students acquiring functional/critical skills, but also teachers are generally more motivated to continue providing instruction due to the student's skill acquisition.

5. Appropriate Role Models

It is critical that more highly skilled and nonhandicapped models be available for interaction with students with severe handicaps. Students with severe handicaps cannot be expected to develop more sophisticated behaviors if their only exposure is to others who do not themselves possess more sophisticated behaviors. Data indicate that students with severe handicaps who have exhibited behaviors such as hand biting and/or other stereotypic behaviors diminish or cease these behaviors when in the presence of nonhandicapped peers. WACSEP is committed to providing age-appropriate behavior models, since it is evident from the literature that both students with severe handicaps and their nonhandicapped peers benefit, learn, and develop relationships and friendships as a result of such opportunities.

6. Demonstration of Competence

Community access is an ideal opportunity for students to demonstrate their abilities and competencies in that community. This is a necessary part of the overall plan to build acceptance and understanding, not pity and sympathy, on the part of the community. Such behaviors as waiting in line appropriately or making a purchase correctly can and has been viewed as a vehicle for raising the community's acceptance and expectations. Typical citizens in a community neighborhood will respond more positively to individuals with severe handicaps over a period of time if they are exposed to them more frequently.

7. Integration into the Community

The pleasure of sitting in a park, bowling with one's family, going to a movie theater or eating pizza in a local restaurant cannot be appreciated until one has participated in these activities. Individuals with severe handicaps will never be aware of the reinforcing aspects of community living and facilities if they are not given the opportunity to experience them. Furthermore, many aspects of community facilities are not appreciated until one is comfortable with the environment and activity which comes with repeated experiences in the environment. Systematic instruction must be provided across environments and with enough opportunities for instruction to have resulted in skill acquisition. One time field trips or infrequent community instructional opportunities are insufficient and inappropriate methods for teaching community access. WACSEP is committed to longitudinal, systematic, and frequent instruction in a variety of environments.

Persisting Life Problems Assessment (P.L.P.A.)

Curriculum Components:

1. Developing the Ability to Communicate
2. Managing One's Body
3. Understanding One's Self and Others
4. Fulfilling Home and Work Responsibilities
5. Developing the Ability to Travel
6. Developing Leisure Time Alternatives

Instructional Format:

(Refer to Descriptive L)

Synopsis: The Persisting Life Problems Assessment (P.L.P.A.) is employed as a tool to assess and assist in curriculum development for the moderately and profoundly retarded learners. The assessment is composed of extensive, succinct objectives that are appropriate for the physical, emotional, and mental development of profoundly mentally handicapped (PMH) individuals.

Publisher: Hamilton County Board of Mental Retardation
2675 Civic Center Drive
Cincinnati, Ohio 45231

Reproductions are not available via the publisher. For additional information contact Renee' Archer, State Department of Education, Office of Programs for the Handicapped,100 Executive Center Drive, Santee Building - A-24, Columbia, South Carolina 29210. Telephone: (803) 737-8710.

	DATE ASSESSED YES	NO	COMMENTS	DATE ACHIEVED
P.L.P. III - UNDERSTANDING ONE'S SELF AND OTHERS				
A. ACCEPTING AND UNDERSTANDING SELF				
☐ Level I Max. M.A. 1.5				
1. Repeats behavior that is laughed at, encouraged or otherwise reinforced				
2. Responds to own mirror image				
3. Behaves possessively about own parent, teacher, aide				
4. Randomly explores own body parts				
5. Responds to physical expression of affection				
6. Gives affection to familiar persons				
7. Separates easily from familiar persons				
8. Plays alone isolated from others				
☐ Level II Max. M.A. 3.0				
1. Responds discriminately to expressions of affection and censure				
2. Uses certain actions and words to make wants and needs known				
3. Identifies self in pictures				
4. Responds to own name				
5. Knows if a boy or girl				
6. Recognizes ownership of property				
7. Expresses some preferences				
8. Demonstrates some awareness of personal assets and limitations				
9. Demonstrates knowledge of identity - name and age				
☐ Level III Max. M.A. 5.0				
1. Recognizes distinguishing characteristics of self and others				

	DATE ASSESSED YES	NO	COMMENTS	DATE ACHIEVED
2. Admits responsibility in wrong doing				
3. Resumes activity after mistakes, accidental injuries or quarrels are explained				
4. Responds positively to a different schedule				
5. Takes obvious pride when something has been accomplished well				
6. Assumes personal responsibility for self-care and care of own belongings				
7. Demonstrates understanding of limitations				
8. Knows that adult bodies differ from children's				
9. Knows how babies are born				
10. Refrains from outbursts				
11. Performs activity/task where success is questionable				
12. Refrains from withdrawing when scolded, teased or criticized				
☐ Level IV Max. M.A. 7.0				
1. Responds appropriately to the acceptance or rejection from others				
2. Solicits suggestions and advice from adults to help make decisions				
3. Forgives others for mistakes or accidental injury				
4. Remains calm in crisis situation				
5. Responds to frustrations in acceptable manner				
6. Recognizes own mistakes and attempts to correct them				
7. Recognizes consequence and responsibility in regard to sexual acts				

Individual Student Community Life Skill Profile System for Severely Handicapped Students

Curriculum Components:

1. Rationale
2. Student Profile Development
3. Procedures for using the Student Profile
4. Organization of Student Profile
5. References
6. Domestic Domain
7. Community Domain
8. Recreation/Leisure Domain
9. Vocational Domain
10. Interactions (School) with Non-handicapped Persons Domain
11. Appendices

Instructional Format:

1. Specific Environment
2. Instructional Personnel
3. Skills Checklist
4. Performance Level

(Refer to Descriptive M)

Synopsis: The Individual Student Community Life Skill Profile System for Severely Handicapped Students is depicted as a comprehensive community-based instructional program. The Profile System is predicated upon the concept that meeting the demands for independence and/or partial participation in an individual's present and future natural environments is imperative. The Profile System serves a variety of purposes such as a curricular guide, an assessment tool, and a monitoring system. It also is constructed in a manner where by the profile may assist in establishing long and short term goals for a student's Individualized Education Plan (IEP). The Profile System advocates age-appropriateness at all levels.

Publisher: Northern Illinois University - Dekalb and Dekalb County Special Education Association

Contact Person: Dekalb County Special Education Association
4418 Maple Street
Courtland, Illinois 60112
Telephone: (815) 758-0651
Cost: $13

19 ____	19 ____	19 ____	19 ____
Spec. envir.	Spec. envir.	Spec. envir.	Spec. envir.
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
Instr. personnel	Instr. personnel	Instr. personnel	Instr. personnel
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
No. of partic. ___	No. of partic. ___	No. of partic. ___	No. of partic. ___

SKILLS CHECKLIST	Performance Level 19 Fall Spr.	19 Fall Spr.	19 Fall Spr.	19 Fall Spr.
I. PREPARATION FOR BANKING				
A. Identifies banking service needed				
1. Cashing				
2. Deposit				
3. Withdrawal				
B. Secures necessary materials for specific function				
C. Demonstrates rider safety enroute				
D. Safely maneuvers parking lot/streets				
E. Enters bank				
F. Moves to service table				
G. Removes necessary materials from purse/pocket/ service table (incl. check, deposit slips, withdrawal slips, savings book, fast book, I.D. card, pen)				

SKILLS CHECKLIST (cont.)	Performance Level 19 Fall	Spr.	19 Fall	Spr.	19 Fall	Spr.	19 Fall	Spr.
II. PREPARATION FOR CHECK CASHING								
A. Locates back of check								
B. Endorses check on correct end								
C. Replaces any unecessary materials in purse/ pocket								
D. Moves to teller area								
III. PREPARATION TO DEPOSIT								
A. Chooses correct form/ form area								
B. Totals checks/cash to determine deposit								
C. Completes necessary information on deposit slip								
1. name								
2. date								
3. acct. no.								
4. less cash received								
5. signature								
D. Endorses check(s) on correct end of blank side								
E. Checks any computation on forms								
F. Replaces any unecessary materials in purse/wallet								
IV. PREPARATION TO WITHDRAW								
A. Chooses correct form/ form area								
B. Completes necessary information on with-drawal form								

Several texts which provide indept overviews of current research relative to the PMH population as well as the philosophies represented by exemplary programs serving this population are enumerated below:

1. Falvey, M.A. (1986) Community-based curriculum: Instructional strategies for students with severe handicaps. Baltimore: Paul H. Brookes.

2. Gaylord-Ross, R.J. & Holvoet, J.F. (1985). Strategies for educating students with severe handicaps. Boston: Little, Brown, & Co.

3. Pancsofar, E. & Blackwell, R. (1986). A users guide to community entry for the severely handicapped. Albany, NY: State University of New York Press.

4. Snell, M.E. (1983). Systematic instruction of the moderately and severely handicapped (second edition). Columbus, OH: Charles E. Merrill. (The third edition of this book will be available late next fall).

5. Wehman, P., Renzaglia, A., & Bates, P. (1985). Functional living skills for moderately and severely handicapped individuals. Austin, TX: PRO-ED. Inc.

6. Wilcox, B. & Bellamy, G.T. (1982). Design of high school programs for severely handicapped students. Baltimore: Paul H. Brookes.

In addition to the various texts that are available, the State of Indiana and North Carolina have compiled a listing of exemplary special education curricula. Those listings may be obtained by contacting:

Paul Ash, Coordinator
Instructional Materials & Resource Center for Handicapped
Indiana Department of Education
Division of Special Education
Box 100, Butler University
Indianapolis, Indiana 46208
Telephone: (317) 927-0392

Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina 27611

For additional information please contact:

Renee' Archer, Consultant
Mentally Handicapped
State Department of Education
Office of Programs for the Handicapped
100 Executive Center Drive
Koger Executive Center - Santee Building, Suite A-24
Columbia, South Carolina 29210
Telephone: (803) 737-8710